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**EXTENSION SERVICE**

# REVIEW

U.S. DEPARTMENT OF AGRICULTURE \* AUGUST 1966



*The Extension Service Review is for Extension educators—in County, State, and Federal Extension agencies—who work directly or indirectly to help people learn how to use the newest findings in agriculture and home economics research to bring about a more abundant life for themselves and their communities.*

*The Review offers the Extension worker, in his role of educational leader, professional guideposts, new routes and tools for speedier, more successful endeavor. Through this exchange of methods, tried and found successful by Extension agents, the Review serves as a source of ideas and useful information on how to reach people and thus help them utilize more fully their own resources, to farm more efficiently, and to make the home and community a better place to live.*

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**EXTENSION SERVICE****REVIEW**

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**EDITORIAL****Building and Expanding 4-H**

There's no such thing as "status quo."

If we are successful in maintaining any given state, we're sliding backward compared to everything else. The reason is, as we all know, that everything else keeps moving forward.

We have to keep running just to keep up. And this is more true of educational programs than most others. A good example is the 4-H programs—programs that demand two types of building just to keep abreast of the times and to attract greater numbers of youth.

The easiest type is keeping the present program up-to-date—making sure that teaching materials and programs take cognizance of latest scientific developments and selecting communications methods appropriate for the time, subject, and audience.

The other type of building involves development of entirely new programs attuned to needs of modern youth. Sometimes, these require the most difficult change of all—a change in our own attitudes of what ought to be.

How the various States are meeting these needs is reported herein.—WJW



*Speaking to school children is part of the process used by Miss Porter in organizing new clubs through town 4-H committees.*

Local 4-H leaders used to be hard to find in Franklin County, Vermont, but not any more! We now know where to look—town 4-H committees.

During the past year, three such committees have secured 34 first-rate leaders for 210 new 4-H members in 14 project areas.

What's so great about 210 new members and 34 new leaders from three towns? Well, last year the total enrollment for the whole county of 14 towns and one small city (population, 7,500) was only 341 members and 76 leaders.

Here's how these three towns organized to build three of the county's largest and most successful 4-H clubs.

Franklin (population about 800) had had two 4-H clubs in past years, but at the time of organization none were active, because of lack of leadership. Two former leaders, however, were anxious to help 4-H start again.

These two leaders provided a list of 10 key citizens interested in the development of young people.

After talking to as many key people as possible, I contacted the rest by letter and invited them to a meeting about the function and organization of a town committee.

Eight adults came to the first meet-

ing, elected officers, planned the next meeting, and outlined a plan of work.

Before the next meeting I visited the school, talked to 4-H age boys and girls, and made a survey to find out who wanted to join and what projects were most popular.

The committee tabulated the questionnaires and found that about 12 leaders were needed for 57 boys and girls in nine project areas.

The committee also drew up a list of local people who they felt would be excellent leaders in the various areas. Committee members then visited each prospective leader.

The committee and the new leaders reviewed their situation and determined the best type of organization for their needs.

They decided to form three clubs—one for boys, one for girls, and one for members involved in a horse project. Organization leaders were chosen for each club, and a date was set for the first organization meeting with the young people and parents.

4-H in Franklin was now on its way, with strong organization and much enthusiasm on the part of the whole town.

Like Franklin, 4-H in Highgate (population about 1,600) had been dormant for several years, because of a lack of leadership.

## Town Committees—

a boon to 4-H growth

by

Elaine Porter

County Extension Agent  
Franklin County, Vermont

One adult, however, wanted to see 4-H revived. After several unsuccessful attempts to persuade neighbors to help, she invited me to a PTA meeting to speak about the 4-H program and the possibility of a town 4-H committee. After the meeting I had eight volunteers.

The final product is a club with 83 boys and girls and 12 leaders, subdivided into 11 project groups.

In Fairfield (population about 1,200) it took two meetings and more contacts to find the right people to form the committee. Once it was organized, however, we found more leaders than we could use!

Fairfield now boasts a club with 70 members and 10 leaders, subdivided into seven project groups with divisions for different age groups.

These Franklin County clubs have large memberships, variety in projects, the best leadership available, and the support of the whole town.

Each new committee meant for me only about three meetings, one school talk, a few personal visits, and a few letters and newspaper stories.

I firmly believe that the town 4-H committee is the best method for organizing a top-flight club with the minimum expenditure of an agent's time. □

**Increased emphasis  
on leader development  
helps Extension**

# Serve More Youth

by

Sue B. Young

*County Extension Home Economics  
Agent, University of Florida*

Extension personnel in Brevard County, Florida, where the population has grown from 23,653 in 1950 to over 200,000 in 1966, found themselves in a spot when they tried to adjust their youth program to fit the tremendous growth.

Because it was impossible to increase personnel rapidly enough to take care of this growth and at the same time adjust the 4-H Club program from school clubs to community clubs, more well-trained volunteer leadership was imperative.

Also, the image of 4-H was changing rapidly from rural to urban, calling for subject matter directed more toward consumer education, scientific information, citizenship, and community projects.

Extension workers have used many approaches to interest prospective leaders. A mother-daughter-son party is given in each community by the existing community club. The registration committee takes a duplicate list of all parents attending, and one of these lists is shared with the agents, who invite the parents to the 4-H orientation conference and leader training meeting.

A series of news articles on 4-H also helps recruit leaders. These articles tell what 4-H is, how to form a group, and who can be a member. One thing is stressed—they must have a leader to have a club.

Boys and girls themselves are given the opportunity to obtain leaders. When they wish to join a 4-H group

or form a new club, they are asked to find an adult who will work with them and attend leader training meetings.

Community sponsoring committees and advisory groups have been helpful. In many cases the chairman of the sponsoring committee assigns members to neighborhood groups and invites parents to become leaders. These neighborhood groups may have different leaders for each project.

4-H members are encouraged to take advantage of leadership opportunities early in their 4-H Club work, serving as officers or committee chairmen, junior counselors for new members, junior counselors at camp, senior counselors, and when they reach 14, having their own club with an adult advisor.

A leader resource that we tap frequently for special projects is professional people. Professionals are quite willing to work on projects of short duration—4 to 12 lessons. Photographers, entomologists, toastmasters, and others have been used.

Good publicity helps create a good image, which is further improved by the 4-H Speakers Bureau. 4-H'ers report to sponsoring civic groups about trips and about 4-H in general.

A major project of Homemakers Clubs and 4-H last year was prevention of accidental poisoning in the home. A speakers bureau of 4-H boys and girls presented 49 programs for civic groups and other organizations.

*Two local leaders working with 4-H members on chemical or poison prevention education program.*



An important part of our methodology in recruiting leaders is to involve people—many people—in many small jobs. Another aid to recruitment is to give leaders sufficient training and support to do the job, and to bring leaders in on the planning. We find the statement, "No dog thinks much of a hunt he hasn't been in on," to be true in all our Extension work.

New leaders are first given a brief resume of 4-H, and then attend orientation conferences and regular leader training. One orientation conference included a talk on 4-H goals; a demonstration on recreation by a 4-H member; a talk on opportunities through 4-H project work; a team demonstration; and a talk on the county 4-H program. The luncheon talk on communications was followed by workshops.

A monthly training meeting for adult leaders is held in four county areas. Morning sessions are devoted to subject-matter training, planning special events, and question and answer periods. When an afternoon meeting is held, it is for special work, such as training judges.

Training of clothing construction leaders takes additional sessions. Over 300 women have been trained to teach beginning sewing in the last two years.

Agents present the subject matter in the range of the 4-H'er, but also give depth training helpful to adults. Leaders are given kits of material for the month's program. In addition to the adult leader training each month, two junior leader training meetings are held. It is our belief that leaders are willing to serve and work when they feel secure in what they are doing or teaching.

Mrs. J. F. Slaby, a 10-year leader from Titusville, said, "I've never been to a leader training meeting that I didn't learn things that helped me in my roles as grandmother, wife, and homemaker."

*Extension home agent, center, and leaders display leader training materials.*

A monthly newsletter sent to 575 leaders, or persons who have attended a leader training meeting, contains the suggested monthly program, subject matter information, announcements of coming events, and regulations governing them. This year agents plan to give each leader an indexed loose-leaf notebook for reference material she receives in the newsletter.

Agents cooperate with leaders in preparation of material and program planning. Yearbooks prepared for each age group are given to all leaders and members. 4-H calendars presented by local banks provide an excellent tool for recordkeeping. Officer Handbooks are prepared for each office, and officer training is held each October. Leaders get individual help through office visits, telephone calls, and home visits.

Recognition is another method to interest and hold leaders. Spontaneous, informal words of praise often seem most effective. A moment of recognition at a leader training meet-

ing is deserved acknowledgement of a job well done, and asking leaders to share their successful experiences also serves as recognition.

Our formal recognition includes luncheons, banquets, year pins, publicity, and certificates. Leaders also consider it an honor to be asked to accompany 4-H'ers on special trips.

The number of active leaders is some evidence that these techniques have been effective. Over 350 adults contributed to the 4-H program last year. Seventy-two organizational leaders are working with 72 groups. Some of these also serve as subject-matter leaders, and some groups have three to five different subject-matter leaders.

Our four monthly leader training meetings have an average attendance of 25 to 35. Junior leader training attendance averages 21. These leaders reach over 850 4-H members.

But the real evaluation is of the growth and development of 4-H members and leaders, and the values they set to live by. If we have helped to contribute to a more satisfying life, our efforts have been worthwhile. □



# 4-H Sparks Adult Interest

by

James R. Sais

Assistant County Extension Agent  
New Mexico State University



4-H Club members cooperate in drilling holes to make carved lamps in their woodcarving project.

Community development programs had met with failure in Dixon, New Mexico, until newly-organized 4-H groups sparked adult interest.

Located in the foothills of the Sangre de Christo Mountains in Rio Arriba County, this little community is characterized by small irrigated farms which produce a variety of fruit and chili crops. The population is largely low-income, and many families must supplement income through part-time or seasonal employment.

Adults made several unsuccessful attempts to organize for development of water resources, sanitation systems, a fire department, and roads. They were also concerned with the lack of youth organizations and recreational facilities for their children.

The county Extension staff designated the Dixon area, which encompasses five other small communities, as a pilot project for concentrated 4-H Club work. The purpose was to provide educational training for youth, and to reach the adult population and encourage them to become involved in community development.

Key leaders who became evident during organizational meetings received Extension training on the philosophy of Extension, and on 4-H philosophy and subject matter.

Community residents are adept in using their hands for such native arts as the carving of santos (religious saints) and the weaving of blankets.

Because of this ability, the staff selected and developed art-related projects.

Leaders instructed members in making tools from nails, bolts, and other equipment found in the home for leather craft. Projects in Kachina doll carving, small furniture carving, lapidary, silversmithing, and basic drawing and painting were developed by leaders.

To gain more knowledge in health, the science of nutrition, remodeling of clothing, and clothing construction, parents requested that educational training in home economics be added as a project.

A rabbit project helped families supplement their meat diet, and 4-H girls received information on rabbit cookery.

Leaders were encouraged to pilot small groups of 10-15 members. As a result of their interest, however, the program mushroomed. More than 90 youngsters expressed a desire to join, and today there are nine 4-H clubs.

To help plan and coordinate the program, the leaders organized a community 4-H council with one representative from each project group. The council planned recreational activities, community projects, and service projects.

They also held achievement programs and community fairs to show adults the new skills acquired by club members.

Members toured neighboring towns to supplement their projects, and went on picnics, outings, and tobogganing parties. The club raised enough money to send 23 youngsters from the community to county 4-H camp.

Club members assisted a family whose home had burned by collecting basic necessities and making quilts. They erected a bulletin board for community announcements at a general merchandise store, and collected eye glasses to be re-ground for the indigent.

After helping the family whose home had burned, 4-H Club members undertook a project to solicit pledges to purchase a used fire truck. The 4-H'ers were successful — not only financially, but by helping unite adults in a common cause. "Why should we allow our youngsters to carry out our responsibilities?" stated one resident. This seemed to be the response of the entire adult community. The new fire truck and volunteer fire department have already helped prevent seven major fires.

As a result of these successful accomplishments, the leaders have singled out other problems to attack including the need for a telephone system, natural gas, improved roads, improved dump grounds, cemeteries, recreational sites, community centers, and housing for the fire department. □

# Rhode Island Pushes 4-H With Television

by

Kenneth L. Coombs  
State 4-H Club Leader

State 4-H leaders in southeastern New England see television as a modern tool for Extension education. And the enthusiastic response of students, teachers, and administrators has proven beyond doubt that informal educational programs of 4-H can effectively supplement the school.

The Extension Services of Rhode Island and Massachusetts enrolled 27,500 elementary students in a 4-H television science series last winter. WTEV 6 of Providence and New Bedford broadcasted the 17 half-hour shows.

Programs consisted of 10 video tapes produced by Michigan State University, plus seven studio presentations done in the New Bedford, Massachusetts, studios by the author and John F. Farrell, Extension 4-H Agent for Bristol County. Members of 4-H Clubs and enrollees in the

science series participated in local shows.

This is the third year of teaching via television, and interest has doubled each year. In 1963-64, 2,500 boys and girls enrolled in the television electrical series. The next winter, science series I attracted nearly 4,000. The response this year was almost overwhelming.

What was the difference? Awareness and interest by the schools. The first year, letters were sent to 4-H Clubs and other youth organizations.

A phone call to the State commissioner of education resulted in a paragraph in the monthly newsletter to principals. The television station gave generous promotion.

When the first program went on the air, more than 1,000 persons had requested the Extension Service manuals which accompanied the shows. Enrollments continued to flow in until the series was nearly over.

The final program featured exhibits by 20 4-H Television Electrical Club members selected at a statewide gathering. Each explained his exhibit as

the State 4-H Club leader came by with the roving mike.

The 60 per cent increase the next year was a result of additional co-operation of schools. The science coordinator in the State department of education sent flyers to all elementary school principals. The percentage of re-enrollment was substantial.

Group enrollment sheets were prepared this year for every third, fourth, fifth, and sixth grade in Rhode Island. Massachusetts included seventh and eighth grades. These, plus flyers, went to all elementary principals for distribution.

Dr. William Croasdale of the University of Rhode Island, whose specialty is science in teacher education, outlined the program at a Statewide meeting of superintendents who suggested enrolling entire grades. The State department of education contacted elementary principals, including those in parochial and private schools. The television station printed flyers and made spot announcements. Members of the previous year's club were informed and many re-enrolled.

Six area achievement nights at the end of the series were held to judge exhibits and select 12 students for the studio show.

The depth and quality of this teaching compares favorably with that done by volunteer leaders in an average 4-H Club. The impact of 17 weekly 30-minute programs easily exceeds the total instruction given in many local clubs in a year.

WTEV 6 has again offered the Saturday time, which they would donate throughout the year if 4-H could provide programs. We're not ready for 52 programs a year, but will have 12 this fall and perhaps 12 more in late winter. We can't turn down this kind of cooperation. □

*Kenneth L. Coombs, State 4-H Club Leader, checks exhibits at 4-H TV science club achievement night.*



The 4-H Personal Development project at Stewart Indian School helps students blend the many influences in their lives into a compatible personality.

The school, about five miles south of Carson City, Nevada, is an all-Indian boarding school operated by the U.S. Bureau of Indian Affairs. A high school curriculum and vocational training is offered to students, who come primarily from four states—Nevada, Arizona, New Mexico and Utah. Enrollment last year was approximately 625.

Nearly all the students come from the Indian reservations or colonies. They represent a number of different tribes and therefore a number of different Indian cultures. Among the tribes are Paiute, Shoshone, Washoe, Navajo, Hopi, Apache, Mojave, Pima, Papago, Hualapai, Maricopa, Utes, Yavapai, Goshute, Tewa, Pueblo and Zuni.

"As you can see," said Mrs. Raymond Urton, hospital aide instructor at the school and one of the 4-H personal development leaders, "these young people come from a great variety of backgrounds, environments and cultures, and when they get to the school we give them more exposure than they probably previously had to the culture of our modern times and existence."

The 4-H Personal Development project, since it began in 1964, has helped 32 girls cope with the problems of adjustment.

"The program actually started with the girls themselves who wanted to improve their personal appearances. We just picked up the ball," pointed out Mrs. Blanche Williams, dormitory instructional aide and project leader.

Once the idea was formed, Miss Louise Davis, 4-H Club coordinator at the school, welded it into an ongoing program. Mrs. Urton and Mrs. Williams, along with Miss Davis, worked directly with the girls.

Mrs. Mabel Edmundson, home agent for the University of Nevada



*Girls practiced on each other to perfect hair styling techniques and other things they learned as part of the project.*

## Indian Girls Study Personal Development

by  
Mabel Edmundson  
Extension Home Agent  
University of Nevada

Cooperative Extension Service, also assisted in the program. She explained, "The project stresses improvement of health through exercise and diet, appearance through good grooming practices, and personality through study and social activity."

Mrs. Williams had 12 girls in her group at the dormitory. They began with physical improvement. Every evening, after dinner, the girls gathered for half an hour of physical exercise that included such things as bends, hops, hikes, and walks around the campus. Particular exercises designed to trim the figure were sought out and used. Mrs. Williams explained that during the year 1964-65, the exercise regimen started in November and continued until the end of the school year in May. Along with exercise, proper diet was stressed. The girls learned about nutrition and about foods such as starches, which contribute to figure problems.

Mrs. Urton had two groups of 10 girls each. She provided one afternoon a week during her hospital aide course for the program. Exercises in her groups consisted of walking up and down stairs, posture control both at a desk and standing, walking with a book on the head, and so on. She, too, emphasized diet with a particular attack on between-meal snacks.

Good grooming techniques were also studied and put into effect. Cleanliness and neatness, makeup, hair styling, and clothing style and care were stressed. The girls perused many fashion magazines and cut out hints, articles, or styles that appealed to them. They discussed these in the group and practiced on each other.

Mrs. Urton invited a representative from a Carson City beauty shop to discuss hair styling and care. A dress shop representative donated her time in staging a fashion show by the girls who modeled the clothing she provided. Mrs. Williams instructed in proper clothes washing and ironing.

"These girls have very little, if any, money of their own," said Mrs. Urton, "and they had to learn to depend on themselves and what was available as far as makeup, hair styling and clothing styling were concerned."

Personality development, perhaps the most important aspect of the program, was featured as the key to

improvement. Miss Davis and the other leaders lifted the word out and put it in the spotlight. They wanted the girls to become aware of personality and how to improve it.

A number of books on personality improvement were available at the school. Girls were assigned various portions of these texts to read and report on to their groups. Discussion on the reports followed. The idea was to give the girls training in expressing themselves, both in the report and informally. In addition, they were encouraged to make more effort to participate in all school activities.

Understanding of people, their moods and problems was talked about freely during the discussion periods. Tolerance was stressed. Self-control of emotions became a customary topic. Through the discussions the girls learned more about each other, the cultures of their various tribes, and what might be expected of them when they take their places in today's society.

The girls created bulletin board

displays, drew up personality charts, participated in demonstrations, and worked up displays for 4-H Achievement Day at the school. Each wrote a paper on the project.

The results were gratifying to the leaders. Without exception, improvement was noted in the personal appearance of each girl. On the whole, their physical condition improved. There was evidence that the girls were taking to heart what they had been learning.

Many girls at the school did not choose to join the project, but it was soon noted that they were being influenced by what the girls in the program were doing.

One good indication of the success of the program is the fact that Rachel Siweumptewa, a Hopi Indian teenager from Keams Canyon reservation in Arizona, and Linda Barr, a Paiute girl from Winnemucca, Nevada, are working this summer as waitresses in Virginia City, Nevada. Rachel says, "I would have been far too shy to even try and get such a job before." □

*Selection of study material on personality development is made by Mrs. Blanche Williams and Mrs. Raymond Urton, leaders; Rachel Siweumptewa and Linda Barr, 4-H'ers.*



*These two participants in the Stewart Indian School 4-H personal development project said that the program helped them improve both their appearance and personality.*

*Rachel Siweumptewa, a member of the 4-H personal development project, demonstrates hair styling ideas to the group.*



**Planning courses help community leaders**

# Organize to Guide Rural Growth

by

Thomas E. Piper

County Agent

Adams County, Pennsylvania



*County commissioner Harrison Fair confers with planning commission members Elmer Cashman and Paul Pitzer to plan for the organized growth of their area.*

*Adams County farmers such as Stewart Lucabaugh and James Brinton, planning commission officers, have stepped forward to serve in positions of community leadership to help guide the direction of change.*



Rural Pennsylvania is changing! Farm leaders in Adams County will tell you this is a gross understatement.

"Adams County is becoming a bedroom county," said Robert C. Lott, past president of the Extension Executive Committee. He referred to the growing trend for people to live here while employed in the industrial centers to the east and south. In addition, several thousand acres of land are being converted to housing and recreation areas for week-end or summer residents.

Farmers have recognized that developments within the county will have a direct influence upon their lives and the future of their industry. As a result, more and more of them are stepping forward to serve in positions of leadership—as elected or appointed officials—to help guide the direction of change.

The Extension Executive Committee organized a long range study in 1960 of the changes taking place in agriculture and rural life in the county. Findings in three of the five problem areas studied revealed the need for comprehensive long-range planning.

These study committees, which represented a cross section of the population, urged county, township, and borough officials to consider the possibilities of community planning in their respective areas and presented the Extension Service with a clear mandate to conduct an educational program on this subject.

A movie from the Extension visual aids library entitled "Lots for Sale" was quite effective in stimulating initial interest. This movie was viewed by many service clubs and other community groups in a two-year period.

Introductory remarks by the county agent called attention to changes occurring in Adams County and invited the viewers to think of the similarities and prospective problems as they observed events in the life of a fast-growing Wisconsin community. Such a program never failed to raise many questions about the local situation.

The first of two community planning courses was organized in 1964. Joining with the Agricultural Extension Association in sponsoring this eight-week class were the Board of County Commissioners, the County Farmers' Association, the Association of Township Officials, the Institute of Public Administration at Penn State, and the several chapters of Jaycees within the county.

The Public Service Institute within the Department of Public Instruction provided lesson materials, paid the instructor, and presented certificates of attainment to those who attended at least 80 per cent of the scheduled sessions.

Officials at all levels of government, civic leaders, and leadership from the farm and non-farm sectors received special invitations to these public meetings. Response was good. About half the 80 persons who attended regularly were farmers.

In this course, community leaders learned about the objectives of planning, the role of planning commissions, the importance of wise land use, the impact of highways on community life, and how plans are developed and implemented. All three county commissioners attended regularly.

Detailed newspaper reports on each of the eight meetings stimulated discussion and thought. The total effort, however, failed to provide the stimulus needed to have a planning commission appointed.

The need for organized planning grew more apparent during the summer of 1965, and the Extension Executive Committee, headed by Paul Pitzer, encouraged the organization of a

second community planning course. This course presented planning needs and procedures in more detail to local officials and community leaders. It attracted many who had attended the first course.

The Public Service Institute cooperated by providing a well-qualified instructor, Jesse Nalle, assistant director of the State planning board. Meetings were held weekly, two hours per night for nine weeks. Topics included planning for highways and streets, utility and facility planning, zoning and subdivision regulations. Homework in the form of reading assignments, map and elementary plan preparation kept interest high.

The ninth and final class session was a new approach—an effort to identify the need and potential for planning in the local situation. A panel of local leaders did an excellent job.

Marvin Breighner, a Littlestown merchant, reminded the class that "industry desires to locate in a planned community—and we need industry to provide jobs for our youth."

Robert Lott, a fruitgrower speaking for agriculture, cited the need for development of water resources. He reminded the group that the county's \$50 million food processing industry depends upon protection of agricultural areas.

Henry Roth, newspaper reporter, spoke in behalf of the tourist industry. "Our 2½ million visitors in 1965," he said, "is less than one-third the number we expect in 20 years. These visitors will demand more lodging and recreational facilities than are now available."

The final panelist, Martin Conway of the National Park Service, surprised the group when he presented a detailed long-range plan for further development of the national shrine at Gettysburg. This group has been engaged in planning for a long time.

Before the two courses were conducted, there were two local planning commissions in Adams County. Midway through the second course, the

county commissioners named the members of the first county planning commission. Since then four boroughs and at least twice as many townships have appointed planning commissions. Several others are seriously considering this move.

Farmers are serving on most of the planning commissions in Adams County. The views expressed by Stuart Lucabaugh, member of the Berwick Township planning commission, are typical of those held by many farmers.

"As I see it," Lucabaugh stated, "development in this area is inevitable. I know we can't halt the change, but I feel we can help direct it by serving on the planning commission. In this way, I can make certain that the farmers' point of view will be considered."

Paul G. Pitzer, one of two farmers serving on the county planning commission, puts it this way: "I realize that planning is no panacea for all our problems, but I feel it is important. A growing population is sure to need more land for parks, highways, industrial and residential development. At the same time, we will face a growing demand for food. Farmers are well qualified to guide planning commissions in their problems of resource conservation and in safeguarding prime agricultural land for food production."

There is much evidence around the State of the hodge-podge which results when communities grow without planning. The cost in terms of reduced tax revenue and lost opportunities is difficult to measure. Farmers have traditionally been among the most reluctant to sanction organized planning, and those in Adams County are not exceptions.

Farm leadership in Adams County, however, has studied the development trend, recognized the need, and indicated a willingness to help plan for the future. If their objectives are accomplished, this county can look forward to planned community development. □

# Leadership Training— Special Projects

arouse interest  
of Fresno County  
4-H'ers in entomology

by  
Robert Sheesley  
*Farm Advisor*  
*University of California*

4-H entomology projects offering a variety of age-graded learning experiences have caught the interest of both youngsters and adults in the nation's most productive agricultural county.

A \$74.7 million loss was credited to the 10 most damaging insects and mites in Fresno County, California, agriculture in 1965, so farm families are keenly aware of insects and the damage they can cause.

Coupled with the high expense of controlling agricultural insects in this area has been an opportunity for an inexpensive educational 4-H project in entomology.

Leadership training and the development of special interest projects have been the keys to the increased interest of 4-H members and leaders in entomology.

A leader training program for adult and junior 4-H leaders started in 1963 with the assistance of Entomology Farm Advisor Curt Ferris and the San Joaquin Valley Entomology Society. Sessions include tours, workshops, and discussions involving agricultural and health problems related to insects.

Leaders also receive instruction concerning methods of motivating the interest of young members. Guidance for the leader training sessions comes from farm advisors and entomologists of private industry; U.S. Department of Agriculture; and the Fresno County Agricultural Commissioner.

Incentive awards spur the efforts of leaders and their project groups.

These awards include dinner programs, training materials, and project equipment, provided with sponsorship funds from a fertilizer company.

An age-graded educational program which is challenging, interesting, and rewarding to 4-H members and leaders has blossomed from these opportunities. This program includes progressive learning experiences ranging from the identification of insects to their rearing and control.

## Like Taste of Research

Field tests in entomology are being conducted by advanced 4-H members in cooperation with University of California farm advisors. Reliable 4-H members have proven to be valuable cooperators in these trials.

In return for the many hours he spends, each 4-H'er receives a unique education in agriculture and an insight into scientific investigation. He may develop an interest in advanced education.

Over 80 colonies of puncture vine pod weevils were established in Fresno County this year by 4-H members and leaders. This biological control of a serious weed pest is being conducted in cooperation with the Fresno County Agricultural Commissioner. Entomology project members in local 4-H Clubs establish these colonies upon request from individuals in their community.

The peach twig borer and oriental fruit moth continually cause expensive losses of fruit in the eastern part of

*Checking peach twig borer emergence . . .*



*Identifying insect orders . . .*



*Checking for . . .*



Fresno County. 4-H members are involved now in helping to find information that will assist ranchers in minimizing these losses.

Two methods of trapping adult moths have been compared in the Sanger area by 4-H'ers working with Farm Advisor Marvin Gerdts. These field tests compared the effectiveness of terpinyl acetate and dimalt bait trap methods. The tests also helped in determining a critical count level of trapped moths for use in timing applications of insecticides.

Hatches of peach twig borers' larvae or caterpillars were predicted this year with the help of information gathered by 4-H members. By placing corrugated paper bands on peach and almond tree trunks, 4-H members trapped twig borer larvae on their way to the ground. Twig borer larvae pupate, thereby transforming into adult moths in these paper bands instead of in the ground.

This allowed the 4-H cooperator or rancher to count the pupae and determine when the adult moths would emerge from the pupal stage. Reports on these counts of pupae and moth emergence were phoned to the Fresno County Farm Advisors' Office. With this knowledge, informed ranchers could predict the best time for applying controls to kill the most peach twig borer larvae.

Grape leafhoppers are one of the most serious insect pests in vineyards of the San Joaquin Valley. Six 4-H members in Fresno County are cur-

rently cooperating with Farm Advisor Curtis Lynn in a field test to establish a degree of biological control of the leafhoppers. This is being done by providing a winter home for the small *Anagrus* wasp, which lays its eggs inside the eggs of the grape leafhopper and the blackberry leafhopper.

When these field tests are concluded, the cooperating 4-H members will have gathered helpful information and will have received valuable training in agricultural sciences.

Beginning project members construct collecting and preserving equipment in preparation for spring and summer collecting field trips. These youngsters learn three important lessons: the effects of insects on their lives, how insects are beneficial, and how to control destructive insects.

The first-year members learn to recognize and identify at least 10 orders of insects (there are 20 listed in the 4-H entomology project manual), make a collection of 25 different insects representing 10 orders, exhibit the collection, give one talk or demonstration, and complete an accurate project book.

#### Advanced Studies Challenge

Youngsters in the intermediate unit learn the four types of insect development, the important parts of a pesticide label, how to handle pesticides safely, the different methods of insect pest control, and which of the insects collected are harmful and which are beneficial.

These intermediate group members also raise at least two types of insects from the nymphal or larval stage; collect, identify by order, and label at least 25 new insects (including one or more from each of the 13 orders studied); give a talk or demonstration; enter an exhibit at a county-wide event; and control one type of insect with an insecticide.

The advanced unit member completes studies of all 20 orders and learns the life cycle of five insects (one of which he must raise) identifies more insects by order and family, and has a choice of developing a display of at least 10 beneficial or destructive insects or studying life cycles.

Advanced members also control insects with insecticides, demonstrate biological control, or observe and record examples of insect species that have been killed by biological control agents such as fungi, virus, or bacteria.

The number of entomology displays at the Fresno County and District Fairs has tripled since 1962. Participation of older members in the specific test plots has improved the quality and educational value of these exhibits.

This entomology program is proving to be an excellent public relations tool for 4-H club work. 4-H parents, farmers, and industry representatives are complimentary about this practical and attractive approach to teaching youngsters. □

ol agents . . .

Trapping oriental fruit moths . . .

Establishing puncture vine pod weevils . . .



# Low-Income Urban Youth Respond to 4-H Call

One-third of 350 eligible youth in housing project join and complete projects in special program.

by

Lee Kirkbride  
4-H Extension Agent

and

Alice Leonards  
Home Economics Extension Agent  
Trumbull County, Ohio

*The county Extension home economics agent gives Highland Terrace 4-H members some pointers in what's needed for a well-balanced breakfast.*



Will 4-H work in a metropolitan housing area? The Extension staff in Warren, Ohio, has proof that it will.

Youth-oriented programming was needed in Highland Terrace, a public housing project under the administration of the Warren Metropolitan Housing Authority.

More than half the families earn less than \$3,000; many receive public assistance; and in many the mother is the head of the household. About 350 young people between the ages of 10 and 19 live there.

The project manager and Extension staff members decided to try a 4-H program. The tentative program received full cooperation from the Housing Authority. If the program was to survive, however, the leadership needed to come from within the housing project. Extension workers met with the Tenants' Organization to explain the 4-H program and the adults' role and responsibility in conducting it.

The Extension office prepared a one-page leaflet telling about 4-H and the first organizational meeting. Sixty-five boys and girls enrolled at the organization meeting. Projects were geared to the needs and interests of the group.

The tentative 4-H pilot program was introduced with the hope of providing meaningful activities and educational experiences. Objectives were to help youth: (1) learn to plan and work as a group; (2) gain new skills in home economics, agriculture, and related sciences; (3) develop leadership abilities; (4) develop good citizenship; and (5) learn that organized educational activities can be fun.

The program was also designed to develop in the adults self-confidence in their present leadership and manual skills and to provide opportunities for further development.

Advisors were selected from volunteers who attended the tenants' meeting, recommendations from the housing manager, and personal contacts by the Extension staff. Enough were recruited to organize nine clubs totaling 90 members. Extension staff mem-

bers trained the advisors in a series of meetings.

At the achievement program, 113 members, a gain of 48 over initial enrollment, received completion certificates.

Although these socially and economically deprived youth were not able to accomplish as much as the typical 4-H'er, they showed more satisfaction and pride of accomplishment than many other groups.

Maintaining adequate leadership was a major problem. The advisors had little experience, felt unqualified, and often lacked necessary skills. An advisor training class before each meeting showed advisors what to teach.

Present 4-H project literature was difficult to adapt to the situation. A step-by-step, one-page handout that could be thrown away after completion is a possibility. Because associations with other agencies have left some persons with a "give me" attitude, development of a self-help attitude is another problem.

The Housing Authority Administration should be involved in the program to provide ways and means not available from the Extension Service. The project manager knows the people, has facilities, can use his personnel, and is vital in the communications link.

This program has accomplished many of its goals. All 10 advisors are reorganizing groups for the summer, and several more have volunteered. A revised 4-H program is being started in another low-rent housing project.

By using tenants from a housing project for the elderly as advisors, we hope to gain experienced leadership, and also give senior citizens a chance to contribute to a worthwhile program.

The real-life situations of 4-H fit the needs of youth. Both Extension and the Housing Authority believe 4-H is in the housing project area to stay. □



*4-H agent, Lee Kirkbride, seated, and housing project manager, John Foley, help with signup of new members and the selection of projects.*

*Mrs. Leonards explains to 4-H advisors from the housing unit how project books are used in the program.*





# 4-H Programs Tailored To Need and Interest

**build enthusiasm of  
special interest groups  
in Wisconsin**

by  
Agnes Hansen  
and  
James Everts\*

*For its objectives to apply to all, the 4-H program must be flexible enough to include special projects, such as this one, for individuals with varying interests.*

Youth from all economic and educational levels need 4-H and can be challenged to find 4-H work interesting.

Wisconsin 4-H leaders have proved this in their successful efforts to expand the 4-H program to new audiences.

For its objectives to apply to all, the 4-H program must be flexible and must be designed by and for specific individuals or groups. Some join clubs, undertake projects of their choice, and participate in group activities and events; others prefer short-term activities and a less structured organization.

To some, the traditional 4-H procedures such as general meetings,

records, or specific requirements may not be meaningful. Clubs involving all age groups or year-round club organization may not fit the needs and interests of individuals with widely differing family background, situations, and values. The programs and procedures should be in focus with needs and interests of those to be served.

## 4-H for Mentally Handicapped

Seventy children were enrolled in 4-H at Donovan School, near Green Bay. Leathercraft, clothing, foods and nutrition, and knitting were taught by two adult 4-H leaders, three of the school's teachers, and four students from the University Extension Center. At the final meeting in May, the children received achievement pins and 4-H chevrons.

\*Assistant State 4-H Club leaders,  
University of Wisconsin

## 4-H for Low-Income

From inner-core Milwaukee, boys and girls are transported each week to garden plot areas provided by the Department of Welfare. Each of the 80 members has approximately 300 square feet of area marked with the name of the junior gardener. To promote a spirit of sharing, an additional area has been designated for a community type garden, where pumpkins, melons, and cucumbers are grown.

Each of twelve older junior leaders works with three to five of the young gardeners. Because this is for most the first experience in seeing plants grow out-of-doors, group enthusiasm and interest in the projects during the early sessions left little time for recreation in a nearby park.

Members of the group were recruited by Carl Smith, 4-H agent,

working with block captains and the leaders of a 4-H Club from a church within the inner city. The project will run throughout the summer.

In cooperation with the Milwaukee Municipal Recreation Department, 4-H Club work is offered in 8 of 26 social centers in the inner city. Leaders are trained through the regular 4-H Club program.

Social center clubs are becoming involved in county activities such as speaking, demonstrations, camps, fairs, and achievement programs. Several of the 4-H Club members who had enrolled through the social center program now serve on the staff of the Recreational Department.

4-H Clubs for Indian children meet in their schools in Sawyer County. The "Fun to Cook" project was adapted to give the members practice in using surplus foods. The members learned to prepare family meals including bread baking. This helps frees some mothers to seek some employment away from home to increase family income.

Meetings on woodworking, group recreation, democratic processes, 4-H Club work, home and community clean-up, and home and community beautification were conducted by Extension agents Duane Traeder and Mary Hasenbach in cooperation with local leaders.

The last meeting was a community clean-up night in May. Four truck-loads of trash and rakes were hauled away, and packages of vegetable and flower seeds were distributed. Follow-up meetings are being held this summer.

In Menominee County, formerly an Indian Reservation, 4-H Club work includes camp, dress revues, food revues, and attendance at State and national events. Clubs have local leaders who assist with project teaching at 4-H centers equipped for leathercraft, woodworking, clothing, food preparation, and nutrition.

The Indian Tourist Guide Service of Menominee County originated in the 4-H program and is now oper-



*Youngsters from low-income homes proudly exhibit their accomplishments at a community fair.*

ated through the Neighborhood Youth Corps. More than 1,042 people were served in 1965. The Youth Guides cited their own development through these activities:

—They learned to know more about people, how to converse and be friendly;

—They also learned more about their own county.

#### Migrants Join 4-H

In Racine County, home economics agent Joyce Bisbee adapted the 4-H program to serve children of migrant families. She held sewing classes for young girls, and also found interest in food preparation. The girls learned basic measuring and ways to improvise equipment they did not have at home.

#### Special Interest 4-H

In Wood County, 4-H agent Keith Nelson, working with the Jayceettes, developed and co-sponsored a babysitter school for seventh and eighth grade girls. More than 300 took part in the course, which included infant care, protection and security, fire safety, child discipline and guidance, health and accidents, and what a mother expects of a babysitter.

All girls were informed of the 4-H Club child care project which can give them additional information.

Attendance and interest for this special program far exceeded expectations. This school will be held each year.

Because of special interest in boat safety in Waukesha County, Gerald Smith, Extension recreation agent, obtained the cooperation of a number of communities and a Red Cross instructor to help acquaint county young people with safety rules and proper techniques for pleasure boating.

In addition, several top students of the classes were trained as a demonstration team which conducted a series of 12 demonstrations throughout the county, drawing more than 750 spectators.

#### 4-H for High School Youth

Group projects can serve this age group, who express interest in co-educational activities, recreation, informal programs, world affairs and events, freedom from set requirements, variety in topics studied, and some competition.

One thousand State 4-H Club Week delegates "tested" 26 different group projects in seminars directed by specialists. They reacted to content, methods, and interest level in each seminar. The most successful will be included in the first guide for use in planning teenage group projects. □



*Frequent informal discussions gave campers an opportunity to evaluate themselves and share ideas about career selection.*

### Camp aids youth with that Decision of decisions—

## CAREER SELECTION

by

Harley V. Cutlip

*State Extension Program Leader  
4-H and Camp Director*

The pioneering spirit was again demonstrated at Jackson's Mill, West Virginia, the world's pioneer State 4-H camp, with the establishment of the State 4-H Career Exploration and Citizenship Camp last year.

This special interest camp, like the entire Jackson's Mill facility, was developed to help meet the needs of West Virginia youth. To create an awareness of career opportunities, and to motivate youth to explore them and prepare for them—these were the needs.

The objectives of the camp were:

- a. to motivate maximum potential development of the participants' personalities;
- b. to provide specific stimulation and set of guidelines to help participants realistically assess their potentials;
- c. to teach principles and procedures involved in decision-making, enabling the participant to realistically correlate potentials and job requirements;
- d. to expose participants to career

information, sources, resources, and opportunities;

e. to indicate the opportunity for participants to become more appreciative of others and their way of life;

f. to stimulate a desire to share these experiences with their peer-group back home.

The program provided the opportunity for each camper to evaluate himself in terms of abilities and capabilities through small group discussions and a personal inventory. The small discussion groups, which con-

sidered all factors involved in choosing a career, were led by members of the Guidance Practicum Class in the West Virginia University Graduate School of Education.

All campers explored industry's attitude toward the high school applicant (whether a high school drop-out or graduate); college, vocational, technical, and military training opportunities; financial assistance available for these opportunities; and apprenticeship possibilities. Each camper could talk individually with the resource people in his quest for answers to specific questions.

"How to Get a Job" was programmed by emphasizing the importance of the interview, by actually completing an application form, and through a presentation made by the personnel director of a large corporation.

Located in the "main flow" of the camp was the popular "Browsing Room." Consisting of three large rooms, it contained a collection of occupational resource information, films, film strips, and other visual aids.

A staff member was always there to give individual assistance to the campers, who were encouraged to browse at their convenience during their five days in camp.

A total of 234 boys and girls from throughout West Virginia attended this pioneer venture in special interest camping. The average camper was approximately 15½ years old and had completed his sophomore year in high school.

In attempting to evaluate the worth of the camp, one must not only consider the impact made on the individual campers, but also the influence these young men and women had on their families and on their peers in the schools and communities.

The West Virginia State 4-H Club staff considered the project so successful that the second State 4-H Career Exploration and Citizenship Camp was held in August, 1966, at beautiful and historical Jackson's Mill. □



*Harrison County cottage was used as a "browsing room" containing a collection of occupational resource information and visual aids.*

*Campfire programs, Indian style, were a part of the evening schedule at the Career Exploration camp.*



# Citizens, 4-H Team Up on Bicycle Safety



*Police officers volunteered time and talent to teach safety such as hand signals being practiced on a Liberal (Kansas) Street.*

*Bicycle shop owner taught classes in keeping bicycles in repair and adjustment for safety.*



by  
Joe Van Cleve  
and  
Gary Staiger\*

Bicycles are a potential danger, and in Liberal, Kansas, as in most towns of 16,000, bicycle riders are plentiful. Automobile drivers, police, and school officials know that youth and lack of skill often combine with unsafe bicycles and little awareness of local traffic laws to create unfortunate situations.

An article about a successful bicycle safety program in another town came to the attention of Mrs. John Martin, 4-H Club leader, last year. The safety chairman of the Southlawn PTA, and mother of young bicycle riders, she discussed the problem with us. Mrs. Martin and an agent then met with school, PTA, and police officials to propose a bicycle safety program.

This group proposed a pilot program for the fourth grade at the Southlawn Elementary School. Using the first phase of the Kansas 4-H Bicycle Safety Project material, the planning group set up a five-step program: bicycle maintenance, traffic laws and safety practices, written examination on laws and safety, riding skills, and a test of skills.

Both classroom periods for written

\*Van Cleve, agricultural agent, and Staiger, 4-H agent, Seward County, Kansas.

work, and outdoor training on Saturday morning were on the schedule. The program was voluntary, and all fourth graders took home notes requesting parent approval. The interested youngsters and their parents then met to hear an explanation of the program. The proposal was accepted, and plans were made for enrollment.

The Seward County Extension Council provided materials for these special 4-H members. Extension furnished training materials and suggested teaching methods to the adult and junior leaders.

Ralph Miller, owner of a local bicycle shop, taught bicycle maintenance and care, demonstrating each point on a prepared worksheet. The students checked their own bicycles at home using worksheets.

Sergeant Floyd Kemper, of the Liberal police department, taught traffic laws and safety practices using films and visual aids. One impressive aid was a bicycle damaged in a traffic accident.

School teachers followed with a test on safety and traffic laws. Next, junior leaders, parents, and teachers taught riding skills. To complete the program, Sergeant Kemper, assisted by junior leaders and parents, gave a skills and performance test under actual street conditions.

The police officers reported a definite improvement in the riding habits of students completing the special project. The fourth graders were enthusiastic about the program, and 37 of the 39 who enrolled completed the course.

#### To All Schools

Success of the pilot program prompted a PTA Council request that the Bicycle Safety Program be made available to all elementary schools the next year. The Extension Council and 4-H Council pledged materials and staff assistance to meet the request.

Bicycle safety enthusiasm spread to the eight elementary schools. Miller and Sergeant Kemper were again the

instructors, assisted by teachers, parents, and junior leaders. At this time, Gary Staiger joined the Extension staff as the county club agent and assisted in training the additional teachers and parents necessary to carry out a program of this scope.

The Extension Service played a vital part in this program. The training by agents enabled volunteer leaders to independently plan and conduct the program in each school. Regular 4-H Club material was supplied by the State 4-H Club Department. The 4-H Council provided a 4-H membership pin and certificate of completion for each student finishing all parts of the project.

Each school held an assembly after the program was completed. The Bicycle Institute of America Safety League, Schwinn Bicycle Company, and the 4-H Council provided awards. Different awards recognized the completion of various phases of the program. Each young person was proud of his gold bicycle pin, safety check card, or completion certificate. The county Extension agents presented the 4-H pins and certificates of completion.

#### Enthusiasm—Success.

Any evaluation of this program should include the response of young people. In 1965-66, 341 fourth graders enrolled. All of them completed some phases of the program, and 269 completed the entire course. Most of those who did not finish missed only the final examination.

The best indication of response to this safety program can be quoted from the people directly involved.

Mrs. Glen Wilbanks, president of the McKinley PTA, stated, "Near the end of the school year, a poll was taken from the parents of McKinley School children on various PTA projects. The Bicycle Safety Project received enthusiastic praise and 100 per cent approval. Many felt this program should be extended into the fifth and sixth grades as well."

"I am very much in favor of continuing the Bicycle Safety Program,"

said Mrs. Wilma Moore, Southlawn Safety Chairman. "Because I had a fourth grade boy enrolled in Southlawn School, I volunteered to help. Although I almost froze my nose and toes one cold day, the result of more safety-conscious riders was worth it."

Mrs. Martin received a thank you note from St. Anthony's Parochial School. It read, "We are grateful for all you did to bring the Bicycle Safety Program to our school, and your interest along with it."

The Bicycle Safety Program presented a new audience to the Seward County Extension Service. Agents are now serving Liberal grade schoolers who have had no previous contact with Extension. A closer working relationship has developed with the school system, PTA, and the police department. It has given the Extension Service an opportunity to come in contact with many more local people. The agents believe that time was well spent in training the leaders to teach in this program.

#### Has A Future

The Seward County bicycle program has a future. The safety chairmen of each school, the police department, the local bike shop owner, parents, and teachers involved in this program will meet with Extension personnel once a year to develop plans. Materials and training assistance will be furnished as in the past.

Present plans include a possible second and third phase of the program for the fifth and sixth graders. This fall, mimeographed safety rules for bicycle riders will be prepared for the third graders. They are eager to take part in the program.

The youths have enjoyed this project. Many enrolled did not own a bicycle or know how to ride one at the time they enrolled, but learned how to ride a borrowed bicycle to complete the program.

There is a high rate of enrollment, and a high rate of completion. It is training in a subject interesting to the age group involved. □

# ALABAMA GROWS

Education  
Agricultural Expansion  
Industrial Development

by

W. H. Taylor

*Assistant Director*

*Cooperative Extension Service*

The idea of community and resource development has proved to be a good one in Alabama. It grew out of our Extension Service self-study conducted in 1960-61.

The study revealed that Alabama possesses a wealth of human and physical resources that could contribute to the educational and economic growth of the State; and that the low-income problem must be solved through improved education and expansion and increased efficiency of agriculture and industry.

The Extension staff explored possible approaches to development and to securing support for the program at its 1960 annual conference. Heads of State agencies and other organizations participated in the conference and pledged their support.

Primary objectives of resource development have been: (1) to expand Alabama's agriculture through efficient production; (2) to develop Alabama's business, industrial, and recreation potential with special emphasis on developing industries that process and use agricultural and forestry products; (3) to raise the educational level of Alabama residents.

The State Legislature, in 1961, earmarked certain funds to be used by the Cooperative Extension Service to strengthen its educational program in resource development. These funds were used to employ eight additional personnel to provide leadership for area programs.

County personnel provided leadership to county programs. Area programs were developed to aid in the solution of those problems extending beyond political sub-division boundaries. Subject-matter Extension specialists provided technical support to both county and area programs. A State Resource Development Committee consisting of representatives of heads of agencies and organizations was organized to support action programs at all levels.

Extension provided educational leadership to resource development committees, chambers of commerce, industrial groups, and lay leaders. Its role has included collecting and interpreting information on physical and human resources; analyzing alternatives; and stimulating groups into action programs to provide more jobs, create additional markets, and improve the educational programs.

County resource development committees representing education, agriculture, industries, chambers of commerce, and State and Federal agencies were organized to plan, support, and carry out programs that would improve living conditions within the county. The county committees developed the County Overall Economic Development plans which have provided guidance to the agencies and organizations cooperating in the programs. In many projects, county and area committees have maintained a supporting role to industrialists or entrepreneurs.

Results have been excellent since the Resource Development Program was initiated in 1961. New markets have been developed, recreation areas established, new industries created, water and sewage systems have been improved, educational programs conducted, and health facilities established. Possibly the greatest progress has been made in establishing markets for Alabama forest products.

In 1964-65, the Extension Service, assisted by an ARA grant, conducted a forestry survey to determine the acreage of forest land that was available to support new and expanding wood-using industries. The survey was supported by county resource development committees and technical action panel members.

The survey revealed that about 7 million acres of timber land in Alabama were available through lease agreements to support new wood-using industries. Landowners with about 5 million acres were interested in cutting agreements, and an additional 7 million acres were available for sale to prospective industrialists.

The survey data was made available to resource development committees, chambers of commerce, and industrial groups to use in promoting wood-using industries. Management of four pulp and paper mills decided to locate plants in Alabama as a result of survey findings. A large number of other industrialists used the data in planning expansion of their businesses.

An example of a wood-using in-

dustry completed in 1964 is at Vredenburgh, Ala. Because of this survey, a sawmill that had been destroyed by fire was rebuilt. It was estimated that this sawmill would provide employment for 114 people, a market for 16 million boardfeet of saw timber, and an annual payroll of about \$500,000.

A program was launched in southwest Alabama in 1964 to improve markets for soybeans. Extension teamed with State government, local chambers of commerce, and farmers in the area in developing this project.

Grain elevators were constructed at the inland docks at Demopolis and were later leased to private enterprise. An educational program on soybean production was launched. Soybean acreage within a 10-county area increased about 400 percent adding \$5 million to the economy.

In 1965, Extension gave educational leadership to agri-business developments in the State. This work generated an investment exceeding \$204 million in new and expanding agribusinesses that will provide markets for agriculture and forestry products and employment for 15,000 people.

Other developments include rural community water and sewage system projects to support industries; recreation projects including marinas, boat launches, and water impoundments for fishing; tomato packing plant; a new industrial complex in Springville; contracted vegetable production in Fayette County; planning for a food processing plant on Sand Mountain and in the Wiregrass area; enlargement of an agricultural-limestone plant in Sumter County; four feeder pig markets and plans to develop four additional markets in 1966.

The results of this program are attributed to the cooperative and concerted effort of many groups, agencies, and organizations. Extension's educational programs have been effective in creating a favorable attitude for action programs to be developed. Agricultural and per capita income are at an all-time high, and unemployment at a record low. □



*Twelve of the 14 volunteers training in the first group of agricultural advisors for Vietnam are shown above. They are, left to right: (front row) Jose Manuel Rodriguez, Puerto Rico; Marvin W. Belew, Tennessee; Willie R. Bullock, Mississippi; James S. Holderness, Idaho; Allen C. Bjergo, Montana; (back row) Noble E. Dean, Montana; Arthur L. Gehlbach, Indiana; Robert H. Dodd, New York; William E. Schumacher, New York; Charles E. Wissenbach, Massachusetts; Charles R. Brown, Vermont; and Dennis K. Sellers, Michigan. Harley J. Tucker, Illinois, and Carmelo Sanchez-Olneda, Puerto Rico, also members of the first group, were not present for the picture.*

## Vietnam Advisory Corps Begins Training

"Until we show conclusively that we can help and will help the rural people of the war-torn nation (Vietnam), military victory will be hollow."

Secretary of Agriculture Orville L. Freeman made this remark at a reception August 5, honoring the first 13 volunteers selected for the Agricultural Advisory Corps in Vietnam.

The volunteers, all with degrees in agriculture, began training August 1, under the direction of the Federal Extension Service. They will be followed by a second group of volunteers in October.

The Advisory Corps will help win the battle of the "second front" in Vietnam, "the battle of better diet,

of better living conditions, of better opportunities for young people, of better farming and better use of soil, and — better use of mankind," the Secretary said.

After visiting Vietnam last February with a team of agricultural experts, Secretary Freeman reported to President Lyndon B. Johnson that the war cannot be won until the United States gains the confidence of the farmers, who represent 80 per cent of Vietnam's population.

"Through them, the heart of the Vietnam economy, we would build a foundation not only for winning the war but for keeping the peace," the Secretary said in welcoming the volunteers. □

# From The Administrator's Desk

## The Real Basis of Extension—Faith

When we analyze a farmer's soil and recommend a certain fertility program to attain a given production, we do so with a high degree of faith in the results.

When a farmer has an insect problem, we tell him of alternative methods of control and the results he can expect. We have faith in the results.

We have such faith because of our faith in the objectivity and scientific skill of the research workers in the Land-Grant Colleges, the USDA, and industry. Our ability to have such faith in our fellow workers is essential to the work of Extension.

In a 4-H program we could insist that we as professional Extension workers do all the teaching and conduct all the activities. But instead we give away to lay people all of the responsibilities they will take—and multiply our joint accomplishments. We are able to do so only because we are able to have faith in the responsibility of others to do the job.

When we talk with a farmer about a complex farm decision, we could tell him what we think is the best decision—but we don't. We express and demonstrate our faith in his ability to make decisions and provide him with facts and analysis for his consideration.

When we work with community groups interested in developing their community we could tell them what their community "ought to be like" and what they "ought" to do. But do we? No! We give them ideas, information, facts, analysis for their decision. We express faith in their ability to make decisions wisely—in relation to their goals and means.

When there is an issue to be decided by a public vote, we might think we know how people should vote. But do we tell them? No! We have faith in their individual and combined good judgment—and stay in our educational role.

Without faith in our research workers, faith in the ability of people to conduct 4-H and other programs, faith in the ability of farmers to make farm decisions—faith in the integrity, ability, and good judgment of the people we serve, there could be no Extension program.

When we have faith in our research workers they redouble their efforts to do work in which we can have faith. When we demonstrate our faith in the good work and good judgment of the people we serve, they redouble their efforts for good work and good judgment in which we can have faith.

Only through such faith can the goals toward which we work be attained.